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1	Course title	Teaching and Learning a Second Language
2	Course number	2201753
3	Credit hours	3
3	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	-
5	Program title	Master's Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	☐Face to Face learning ☐Blended ☐Fully online
16	Electronic platform(s)	☐E - Learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others
17	Issuing/Revision Date	December 2023
18 Ca	ourse Coordinator	

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Office Hours:		

19 Other instructors:

Name:
Office number:
Phone number:
Email:
Office Hours:

20 Course Description:





This course consists of two components. The first surveys current theories, research, and practices in second and foreign language teaching. It also provides students with a broad overview of language teaching methodology and teaching contexts (i.e., listening, speaking, writing, reading, grammar, and vocabulary) / integrated language skills, developments of teaching materials and technology, classroom observation, syllabus designing, lesson planning, and assessing language skills. The second component reviews current theory and research in second language acquisition (with some attention on related work in first language acquisition) and explores relationships between such work and classroom second language learning and teaching.

21 Course aims and outcomes:

A- Aims: Program learning out comes (PLO's)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

- 1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
- 2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
- 3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
- 4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
- 5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
- 6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
- 7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
- 8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

Nic	Course Learning Outcomes		Program Outcomes Assessn								nent Tools										
No.	Course Learning Outcomes		2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Explore different teaching methodologies and approaches in second language instruction.	X	X											X			X		X		X
2	Develop effective lesson					X		X	X					X			X		X		X





planning and instructional strategies for teaching a second language.													
Foster an inclusive and culturally responsive learning environment for second language learners.					X				X		X	X	X
Assess and evaluate second language proficiency using appropriate assessment tools and techniques.	X	X				X			X		X	X	X
Utilize technology and digital resources to enhance second language teaching and learning.	X					X			X		X	X	X
Reflect on personal teaching practices and adapt instructional approaches based on learner needs.				X	X				X		X	X	X

22. Topic Outline and Schedule:

Week	Lecture	Торіс	Intended Learning Outcomes	Teaching Methods*/pla tform	Evaluation Methods**	References
1	1.1	Overview of language teaching	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper	Chapter 2: A Century of Language Teaching
2	2.1	Communicative approaches	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper + Presentation s	Chapter 3: Contextualizi ng Communicati ve Approaches
3	3.1	Principles of teaching	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper + Presentation	Chapter 4: Teaching by Principles





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4	4.1	Curriculum and course design	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper + Presentation s	Chapter 9: Curriculum and Course Design
5	5.1	Planning	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper + Presentation s	Chapter 10: Lesson Planning
6	6.1	Teachingtechniques	1-5	Synchronou s Lecturing, Forums	Midterm + Term Paper + Presentation s	Chapter 11: Techniques, Textbooks, and Materials
7	7.1	Midterm	1-5	Synchronou s Lecturing, Forums	Midterm	Assigned material
8	8.1	Using technology in teaching	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 12: Technology in Language Learning and Teaching
9	9.1	Teaching listening and speaking	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 15: Teaching Listening Chapter 16: Teaching Speaking
10	10.1	Teaching reading and writing	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 17: Teaching Reading Chapter 18: Teaching Writing
11	11.1	Teaching grammar and vocabulary	1-5	Synchronou s Lecturing,	Final + Term Paper	Chapter 19: Teaching





				Forums	+ Presentation s	Grammar and Vocabulary
12	12.1	Assessment	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 20: Language Assessment: Principles and Issues Chapter 21: Classroom- Based Assessment
13	13.1	Learning and teaching	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 1: Language, Learning, and Teaching
14	14.1	Language acquisition	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 2: First Language Acquisition
15	15.1	Language acquisition	1-5	Synchronou s Lecturing, Forums	Final + Term Paper + Presentation s	Chapter 3: Age and Acquisition
16	16.1	<u>Final</u>	1-5	Synchronou s Lecturing, Forums	Final	Assigned Material

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- Assessment methods include: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam





23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

			Course Learning	Period	
Evaluation Activity	Mark	Topic(s)	outcome	(Week)	Platform
Term Paper	15	The student's choice	1-6	1-16	E-Learning
Presentations	15	The student's choice	1-6	1-16	On campus
Midterm Exam	30	1-7	1-6	1-7	On campus
Final Exam	40	1-16	1-6	1-16	On campus

Rubric for presentation tasks:

Criteria	15	12	10	8	6-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes,	Maintains eye contact throughout, rarely reads	Maintains eye contact, reads from notes occasionally,	Occasional eye contact, mostly reads from notes, speaks	No eye contact is made, reads from notes, a lot of mumbling and





	speaks loud	from notes,	speaks loud	quietly and	mispronunciation,
	with	speaks with	enough,	mispronounces.	and speaks
	inflection,	inflection,	pronounces		quietly.
	pronounces	pronounces	some words		
	all words	most words	correctly, and		
	correctly,	correctly, and	is somewhat		
	and is very	is somewhat	effective and		
	effective and	effective and	engaging.		
	engaging.	engaging.			
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements

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Studente	chailld	have	the	accioned	textbook.
Students	SHOUIG	mavc	uic	assigned	ICAIDOOK.

25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

26 References:

A- Required book(s):

Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6thed.). New York: Pearson Education.





Brown, H. D. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th edition). NewYork: Longman.

7 Additional information:		
	Name of Course Coordinator: Dr. Marwan Jarrah Signature: Da	te:
	Head of Curriculum Committee/Department: Signature:	
	Head of Department: Signatur	re:
	Head of Curriculum Committee/Faculty: Signature	ature:
	Dean: Signature:	